



Special Education Director Call

January 16, 2018

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Special Education Program Staff

Congratulations to Jamie Morris who has accepted a position at Department of Human Services, Division of Developmental Disabilities on January 24. Jamie will be taking a position as their Clinical Administrator. We appreciate all the work she has done to develop and begin the pilot of our Results Driven Accountability System and wish her well on this new adventure.

April Hodges has transferred from Birth to 3 Programs and will be the new accountability program staff. Welcome April!



- April Hodges
 - Region 4 & 5
 - Indicators 5 & 8
 - Accountability
 - Results Driven Accountability

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LEGISLATIVE UPDATES

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Legislative Updates

- Find legislative updates by subject at:
<http://www.sdlegislature.gov/>
- Look at subject areas, such as:
 - Education and/or
 - Disability

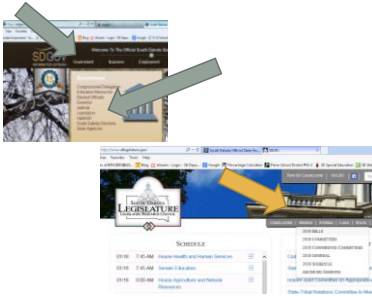
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Legislative Updates

- sd.gov



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Legislative Updates

- DOE bill:
 - **Senate Bill 46**
 - Purpose: Require school districts to adopt a policy limiting the use of restraint and seclusion.
 - Prohibit prone restraint
 - Prohibit seclusion in a locked room

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TIP OF THE MONTH

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The most important year in a child's life? Research points to preschool

- **'A' is for access**
 - Access is a very BIG issue
- **'I' is for investment**
 - research suggests for every dollar invested in pre-K programs, the U.S. can save between \$3 and \$10 in the long-run
- **'Q' is for quality**
 - quality needs to be considered alongside access

<http://nieer.org/state-preschool-yearbooks/yearbook2016>

<https://wtop.com/parenting/2017/09/the-most-important-year-in-a-childs-life-research-points-to-preschool/>

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Preschool Least Restrictive Environment

Things to consider when determining the LRE for a preschool age child:

- Each public agency must ensure that-- (i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and
- (ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment *occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.* " (34 CFR§300.114)
- section 612(a)(5)(A) of the Act presumes that the first **placement** option considered for each child with a disability is the **regular classroom in the school that the child would attend if not disabled**, with appropriate supplementary aids and services to facilitate such placement.
 - Has the team considered a full range of supplementary aids and services that could be provided in the regular classroom setting???

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Preschool LRE Continued....

When discussing **placement**, the team should consider the child's unique needs and determine what the least restrictive placement for your child is, based upon those needs. A placement that is least restrictive for one child may not be least restrictive for another. *What is least restrictive for each child is based on that child's unique needs.* This means that the school system may not use a **"one size fits all"** approach to educating children who have a disability. **Decisions must be based on individual needs as stated in the IEP, not on—**

- the child's disabling condition or label (such as placement in a special education preschool because that is the only option the district has to offer)
- a child has a cognitive impairment;
- disability program categories (placement in an particular program for students with autism, behavior or just because a child needs services;
- the location of staff;**
- the funds that are available; or**
- the convenience of the school district**

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All Students Graduate College, Career and Life Ready

-DOE Aspiration

Students Graduate high school ready for post-secondary education or the workforce.

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College, Career and Life Ready

All students graduate college, career and life ready.

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Proficiency in Reading by 4th Grade

Proficiency in Math by 9th Grade

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Winter Assessment Workshop

Registration now open at on DOE events page:

<https://southdakota.gosignmeup.com/Public/Course/Browse>

Presentations times and descriptions at

<http://doe.sd.gov/Assessment/presentations.aspx>

- Accommodations 101
- Alternate Assessment A to Z (MSAA and SDSA-ALT)
- Teachers are encourage to attend
- Locations:
 - Huron January 31, 2018
 - Sioux Falls February 7 & 8, 2018
 - Rapid City February 14 & 15, 2018

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The IRIS Center

- Quick access to easy to use professional development

The screenshot shows the IRIS Center website interface. The main navigation bar includes links for RESOURCES, PROFESSIONAL DEVELOPMENT, SERVICES, USING IRIS, and ARTICLES. The sidebar on the right contains a 'Topics' section with checkboxes for various subjects like Accommodations, Assessment, Assistive Technology, and more. Below this are sections for 'Age Groups/Grades', 'Resource Types', and 'Module Elements'.

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1% Oversight Committee

South Dakota will be working to ensure the appropriate students will be taking the state Alternate Assessment. South Dakota will have a group work on...

- Further develop the definition of Significant Cognitive Disabilities
- Review data and identify technical assistance and professional development needs for the state and LEAs.
- Identify technical assistance and professional development can be developed in South Dakota and which areas need outside experts.
- Develop and continuously update the oversight process for the 1% participation.
- Continual improve and revise the Participation Guidelines in order for clarity to the Individual Education Plan (IEP) team members.
- Develop accessibility information for students who are accessing the general content standards and those utilizing the Core Connectors.
- Identify parent resources that will allow parents to be meaningful contributors to the selection of the most appropriate assessment for their child.

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School Climate

Students enter schools that are provide an environment conducive to learning.

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January Behavior Tip: Do You Need a Behavior Plan?

- **Early Stage:** Behavior is not yet significantly impacting learning of student or classroom functioning but could escalate if not addressed.
 - What changes can you make to environment?
 - Have you reinforced positive behavior?
 - Collect data.
- **Moderate:** Behavior is beginning to significantly impact classroom functioning or student learning.
 - What does your data say?
 - How often is the behavior occurring?
 - Is it addressed in the BIL section?
- **Serious:** Physical assaults or self-injurious
 - Make sure the BSP or supports are preventative and not reactive
 - Make sure all teachers and staff know the plan
- **Extreme: Safety threat to self or others**
 - Still need to be preventative
 - Have a well documented plan to prevent impromptu decisions
 - Parents and teachers all know the plan

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ACCOUNTABILITY

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- Congratulations **Alcester-Hudson!!!**
- No findings during your review!



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Teacher or District sharing

- It is your time to shine: help us celebrate teacher and/or district accomplishments by letting your region rep know

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Parent Nominated Sped Staff of the Year

- Award presented on March 13 during the Sped Conference in SF.
- Contact Becky Cain at rebecca.cain@state.sd.us for the form if you have a parent who would like to nominate a staff.

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Next Sped Directors LiveMeeting

February 20, 2018
10:00am CST

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